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| **PBL Rubric: Eco-Friendly Recess Equipment** | | | | |
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| Teacher Name: **Mrs. Lewis** | |  |  |  |
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| Student Name:     \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | |  |
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| CATEGORY | 4 | 3 | 2 | 1 |
| PowerPoint or Poster (Content)  Presentation | Recommends new playground equipment with 5 accurate facts that support having a “green” playground. | Recommends new playground equipment with at least 4 accurate facts about having a “green” playground. | Recommends new playground equipment with at least 3 accurate facts about having a “green” playground. | Recommends new playground equipment with less than 3 accurate facts about having a “green” playground. |
| PowerPoint or Poster (organization) | The presentation grabs the audience’s attention in terms of design, layout, and neatness. | The presentation is attractive in terms of design, layout and neatness. | The presentation is acceptably attractive though it may be a bit messy. | The presentation is distractingly messy or very poorly designed. It is not attractive. |
| Graphics - Relevance | The poster has at least 4 pictures of “green” recess equipment made from suitable materials for the community. | The poster has 3-4 pictures of “green” recess equipment made from suitable materials for the community. | The poster has 2-3 pictures of “green” equipment made from suitable materials for the community. | The poster has less than 2 pictures of “green” equipment made from suitable materials for the community. |
| Knowledge Gained | Student can accurately answer all questions related to facts in the poster and processes used to create the poster. | Student can accurately answer 75% questions related to facts in the poster and processes used to create the poster. | Student can accurately answer about 50% of questions related to facts in the poster and processes used to create the poster. | Student appears to have insufficient knowledge about the facts or processes used in the poster. |
| Collaboration | Student works well with each member of the group and does not try to control the group or project. | Student works well with group members most of the time and shares ownership of the project. | Student works well with group members some of the time and occasionally tries to force ideas on rest of group. | Student does not work well with group members and is not open to others ideas. |
| Problem Solving | Student actively engages in findings solutions or suggesting new ideas. | Student occasionally provides new ideas and expands on solutions suggested by others. | Student does not provide new ideas or suggestions, but is willing to try others suggestions. | Student does not offer any ideas for a solution, and let's others do all the work. |
| Persuasive Letter | Letter gives good support for the suggested solution with at least 5 relevant reasons for the equipment selected. | Letter gives support for suggested solution with at least 4 relevant reasons for the equipment selected. | Letter gives support for suggested solution with at least 3 relevant reasons for the equipment selected. | Letter gives support for suggested solution with 1-2 relevant reasons for the equipment selected. |
| Technology | Student is able to navigate websites and software without any assistance from the teacher. | Student is able to navigate websites and software with minimal assistance from the teacher. | Student is able to navigate websites and software with frequent assistance from the teacher. | Student is not able to navigate websites and software without teacher assistance. |
| Self-Direction | Student is motivated, thrives in learning environment, and collaborates with ease most of the time. | Student is motivated, thrives in learning environment, and collaborates with ease some of the time. | Student is motivated, thrives in learning environment, and collaborates with ease occasionally depending on activity. | Student struggles with the learning environment, collaborating and is not motivated. |
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